

Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for Pumpkin Jack by Will Hubbell

Making Connections Lesson Plan

Making Connections
Grade Level: 3 / Guided Reading Level: N

Pumpkin Jack
By: Will Hubbell

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get confused

Summary

What do you do with pumpkins when they start to rot? In *Pumpkin Jack*, by Will Hubbell, a young boy decides to put his beloved jack-o'-lantern in an old garden. The pumpkin starts to decompose. Autumn winds surround the pumpkin with leaves. Winter snow hides the pumpkin. When spring arrives, a sprout pokes through the ground, and catches the boy's attention. This story will give learners a new awareness about the life cycle of pumpkins.

Link to What You Know

- Share something you know about pumpkins.
- Have you ever carved a pumpkin into a jack-o'-lantern? What kind of face did you make on it?

Important Words to Know and Understand

Fierce - Having or showing a lot of strong emotion; very strong or intense

Frost - A thin layer of ice that forms on the ground, on grass, etc., when the air becomes cold

Why Readers Make Connections While Reading

Readers make connections to better understand a text. There are three types of connections that readers make.

The first type of connection is a **text to self** connection. When readers make a **text to self** connection, they compare the characters or events in the book to their own lives.

The second type of connection readers make is a **text to text** connection. When readers make a **text to text** connection, they compare the characters and events in a book to another book that they have read.

The third type of connection readers make is a **text to world** connection. When readers make a **text to world** connection, they compare the characters and events in the book to something that has happened in the real world.

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Guided Reading Level

Activate Prior Knowledge

Making Connections Lesson Plan

Making Connections
Grade Level: 3 / Guided Reading Level: N

Pumpkin Jack
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3
Make Connections While Reading

- Does this book remind you of your own life?
- Does this book remind you of other books you've read?
- Does the book remind you of things you've heard about in the world?

4
Notice the Work You Did While Reading

- Think
- Talk
- Write

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice page.

Title Page - This illustration shows a jack-o'-lantern inside a window. Make a **text to text** connection with the book *Pumpkin Jack* by Wendell Minor. How is this illustration similar to the illustrations in *Pumpkin Heads*?

Page 4 - This page shows Tim's room lit up from the candle inside Jack. Make a **text to self** connection about candlelight. Where did you see candlelight? How did it make you feel?

Page 9 - Jack is rotting. Make a **text to world** connection and compare Jack to other plants in the fall.

Page 16 - This page shows what happens in the garden in the spring. Make a **text to world** connection to describe what is happening on this page.

Page 17 - Tim is taking care of the new plant. Make a **text to self** connection about a time when you or someone you knew watered a plant. What happened to the plant?

Time to Reflect

Think - When readers make connections, they look for the parts in a book that remind them of something they already know a lot about. When you know a lot about something that happened in a book, you'll be able to understand even more. What did you already know about *Pumpkin Jack*. How did your prior knowledge help you as a reader?

Talk - Tell your reading partner about the type of connection that you made most often while reading. Explain why your reading partner discussed. How does making connections help you to be a better reader?

Write - Use your Strategy Slip into your reader's notebook. Write about the work you did while reading *Pumpkin Jack*. (Remember to include examples from the book)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

Determining Importance
Grade Level: 3 / Guided Reading Level: 7

Pumpkin Jack
By: Will Hubbell

3
Determine Importance While Reading

- Look for key ideas and supporting details
- Notice when you hear something new
- Look for new words that are important to the text

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get confused

4
Notice the Work You Did While Reading

- Think
- Talk
- Write

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your notebook.

Pages 1 & 2 - Book cover and title page. What important details do you see from the book? What is the illustration on the title page? Why do you think it is important to the story?

Page 7 - Jack is out in the garden. What is happening to Jack? How is this important to the story?

Page 10 - Spring has arrived and something is growing in the garden. What is important to understand on this page?

Page 11 - The author describes the face of the pumpkin. What important information does the illustration show? How do you know it is important to the story?

Page 21 - How pumpkins are growing! What important details do you learn about new pumpkins?

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Understanding Text Structure
Grade Level: 3 / Guided Reading Level: 7

Pumpkin Jack
By: Will Hubbell

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get confused

3
Understand Text Structure While Reading

- Notice the way the author describes the face of the pumpkin
- Notice when you hear something new
- Look for new words that are important to the text

4
Notice the Work You Did While Reading

- Think
- Talk
- Write

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your notebook.

Page 9 - How the author uses cause and effect text structure to describe the pumpkin. What caused Tim to carry the pumpkin outside?

Page 10 - The author describes the face of the pumpkin. What words does he use to describe the pumpkin?

Page 11 - The sequencing text structure lets the reader know that time is passing. How does the author inform the reader about how much time has passed?

Page 18 - How the author sequences the steps Tim performs to help the plant grow.

Page 19 - How the author sequences the steps Tim performs to help the plant grow.

Time to Reflect

Think - How did the different text structures help you to better understand *Pumpkin Jack*? How did you use the text structure to help you understand the story? How did you use the text structure to help you understand the story?

Talk - Tell your reading partner about the type of connection that you made most often while reading. Explain why your reading partner discussed. How does making connections help you to be a better reader?

Write - Use your Strategy Slip into your reader's notebook. Write about the work you did while reading *Pumpkin Jack*. (Remember to include examples from the book)

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Determining Importance

Understanding Text Structure

Synthesizing
Grade Level: 3 / Guided Reading Level: 7

Pumpkin Jack
By: Will Hubbell

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get confused

3
Synthesize While Reading

- Look for key ideas and supporting details
- Notice when you hear something new
- Look for new words that are important to the text

4
Notice the Work You Did While Reading

- Think
- Talk
- Write

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your notebook.

Page 10 - How the author uses cause and effect text structure to describe the pumpkin. What caused Tim to carry the pumpkin outside?

Page 11 - The sequencing text structure lets the reader know that time is passing. How does the author inform the reader about how much time has passed?

Page 18 - How the author sequences the steps Tim performs to help the plant grow.

Page 19 - How the author sequences the steps Tim performs to help the plant grow.

Time to Reflect

Think - How did you use the background knowledge you did while reading *Pumpkin Jack*. How does knowing about growing pumpkins help you to better understand the story? How does knowing about growing pumpkins help you to better understand the story?

Talk - Tell your reading partner about the type of connection that you made most often while reading. Explain why your reading partner discussed. How does making connections help you to be a better reader?

Write - Use your Strategy Slip into your reader's notebook. Write about the work you did while reading *Pumpkin Jack*. (Remember to include examples from the book)

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Synthesizing

Visualizing
Grade Level: 3 / Guided Reading Level: 7

Pumpkin Jack
By: Will Hubbell

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get confused

3
Visualize While Reading

- Look for key ideas and supporting details
- Notice when you hear something new
- Look for new words that are important to the text

4
Notice the Work You Did While Reading

- Think
- Talk
- Write

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your notebook.

Page 10 - How the author uses cause and effect text structure to describe the pumpkin. What caused Tim to carry the pumpkin outside?

Page 11 - The sequencing text structure lets the reader know that time is passing. How does the author inform the reader about how much time has passed?

Page 18 - How the author sequences the steps Tim performs to help the plant grow.

Page 19 - How the author sequences the steps Tim performs to help the plant grow.

Time to Reflect

Think - How did you use the background knowledge you did while reading *Pumpkin Jack*. How does knowing about growing pumpkins help you to better understand the story? How does knowing about growing pumpkins help you to better understand the story?

Talk - Tell your reading partner about the type of connection that you made most often while reading. Explain why your reading partner discussed. How does making connections help you to be a better reader?

Write - Use your Strategy Slip into your reader's notebook. Write about the work you did while reading *Pumpkin Jack*. (Remember to include examples from the book)

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Visualizing

Answer Key for Making Connections with Pumpkin Jack

Your Turn to Practice Making Connections with Pumpkin Jack

Title Page: This illustration shows a jack-o'-lantern inside a window. Make a **text to text** connection with the book *Pumpkin Heads* by Wendell Minor. How is this illustration similar to the illustrations in *Pumpkin Heads*?

Page 4: This page shows Tim's room lit up from the candle inside Jack. Make a **text to self** connection about candlelight. Where did you see candlelight? How did it make you feel?

Page 9: Jack is rotting. Make a **text to world** connection and compare Jack to other plants in the fall.

Page 16: This page shows what happens in the garden in the spring. Make a **text to world** connection to describe what is happening on this page.

Page 17: Tim is taking care of the new plant. Make a **text to self** connection about a time when you or someone you knew watered a plant. What happened to the plant?

Answer Key for Determining Importance with Pumpkin Jack

Your Turn to Practice Determining Importance with Pumpkin Jack

Pages 1 & 2: Book cover and title page. What important details do you see from the book? What is the illustration on the title page? Why do you think it is important to the story?

Page 7: Jack is out in the garden. What is happening to Jack? How is this important to the story?

Page 10: Spring has arrived and something is growing in the garden. What is important to understand on this page?

Page 11: The author describes the face of the pumpkin. What important information does the illustration show? How do you know it is important to the story?

Page 21: How pumpkins are growing! What important details do you learn about new pumpkins?

Answer Key for Visualizing with Pumpkin Jack

Your Turn to Practice Visualizing with Pumpkin Jack

Page 10: How the author uses cause and effect text structure to describe the pumpkin. What caused Tim to carry the pumpkin outside?

Page 11: The sequencing text structure lets the reader know that time is passing. How does the author inform the reader about how much time has passed?

Page 18: How the author sequences the steps Tim performs to help the plant grow.

Page 19: How the author sequences the steps Tim performs to help the plant grow.

Answer Key for Understanding Text Structure with Pumpkin Jack

Your Turn to Practice Understanding Text Structure with Pumpkin Jack

Page 9: How the author uses cause and effect text structure to describe the pumpkin. What caused Tim to carry the pumpkin outside?

Page 10: The author describes the face of the pumpkin. What words does he use to describe the pumpkin?

Page 11: The sequencing text structure lets the reader know that time is passing. How does the author inform the reader about how much time has passed?

Page 18: How the author sequences the steps Tim performs to help the plant grow.

Page 19: How the author sequences the steps Tim performs to help the plant grow.

Answer Key for Synthesizing with Pumpkin Jack

Your Turn to Practice Synthesizing with Pumpkin Jack

Page 10: How the author uses cause and effect text structure to describe the pumpkin. What caused Tim to carry the pumpkin outside?

Page 11: The sequencing text structure lets the reader know that time is passing. How does the author inform the reader about how much time has passed?

Page 18: How the author sequences the steps Tim performs to help the plant grow.

Page 19: How the author sequences the steps Tim performs to help the plant grow.

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

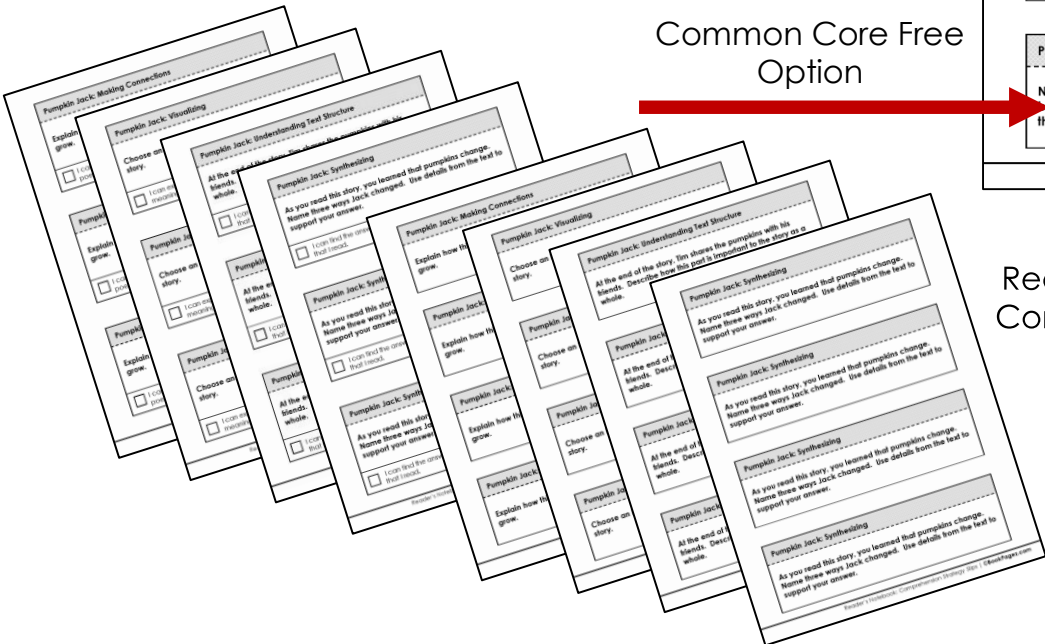
Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

5 Comprehension Strategy Graphic Organizers

Making Connections

Title: _____

Think about the book. What does the book remind you of?

What type of connection did you make?

Text to Self Text to Text Text to World

Draw a picture of your connection in the box below.

Directions:

1. Answer each of the questions.
2. Carefully cut out the dashed line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

Visualizing

Title: _____

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below.

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

Directions:

1. Answer each of the questions.
2. Carefully cut out the dashed line.
3. Glue, tape, or staple into your reader's notebook.

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Visualizing

Determining Importance

Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 _____

#2 _____

#3 _____

Directions:

1. Answer each of the questions.
2. Carefully cut out the dashed line.
3. Glue, tape, or staple into your reader's notebook.

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Determining Importance

Understanding Text Structure

Title: _____

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
Page: _____		
Page: _____		
Page: _____		
Page: _____		

Text Structures: You might see them reading.

Description	Sequence	Cause and Effect
Compare and Contrast	Problem and Solution	

Directions:

1. Answer each of the questions.
2. Carefully cut out the dashed line.
3. Glue, tape, or staple into your reader's notebook.

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Understanding Text Structure

Synthesizing

Title: _____

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
		Because...
My new thinking is...	Now I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

Directions:

1. Answer each of the questions.
2. Carefully cut out the dashed line.
3. Glue, tape, or staple into your reader's notebook.

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Synthesizing